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ABSTRACT

In November 1984, a study was conducted at Napa Valley College (NVC) to assess student satisfaction with the college's programs and services. An in-class survey was completed by 835 day and evening students enrolled in credit classes during the fall 1984 semester. Study findings included the following: (1) most students were attending NVC to prepare for transfer to a four-year institution (35%), obtain an associate degree (15%), or complete a vocational/technical program (9%); (2) the four most common reasons for choosing NVC were location, course offerings, low cost, and quality education provided by the college; (3) availability of the courses wanted by students at times convenient for them was the only feature of the instructional program with which a sizeable percentage (23%) of the students expressed dissatisfaction; (4) well over half of the students lacked sufficient information to express an opinion about student voice in college policies, student government, and opportunities for involvement in student activities; (5) the longer the students were enrolled at NVC, the more likely they were to use support services; and (6) student characteristics could best be described as diverse with respect to educational objectives, age, level of formal education, and outside job commitments. Data tables and the survey instrument are included. (Author/AYC)

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RESULTS OF THE FALL 1984 SURVEY OF NAPA VALLEY COLLEGE STUDENTS

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EXECUTIVE SUMMARY

RESULTS OF THE FALL 1984 SURVEY OF NAPA VALLEY COLLEGE STUDENTS

Dr. Jack Friedlander and Dr. Sharon Gocke

In November 1984 a sample of students was asked to complete a three-page survey concerning the educational programs of Napa Valley College. The survey was answered by 835 students enrolled in credit classes that met at 10:00 a.m. or at 7:00 p.m. on Wednesdays during the fall 1984 semester. The primary reason for conducting this study was to provide staff members with information on student satisfaction with the college's educational programs and services. The following is a summary of the major findings of this study.

Close to 60 percent of the students enrolled in credit classes were attending Napa Valley College to take courses necessary for transferring to a four-year college or university (35%), obtain an associate degree (15%), or complete a vocational/technical certificate program (9%). The remaining 40 percent of the credit students were taking courses for reasons related to self-improvement (17%), career advancement (10%), or general interest (7%).

The four most common reasons students had for choosing to attend Napa Valley College were location, course offerings, low cost of attending, and quality of education provided by the college. Less than 15 percent of the 18-to-22-year-old students reported that their decision to attend Napa Valley College had been influenced by advice they received from a high school counselor.

The vast majority of students indicated that they were satisfied with such aspects of the college as the attitude of the teaching staff toward students, the quality of instruction in their major field of study, the course content in their major area of study, class size, and availability of their instructors. Availability of the courses they wanted at times convenient for them was the only feature of the instructional program with which a sizable percentage (23%) of the students expressed dissatisfaction.

The majority of the students reported that they were satisfied with the availability of a counselor for academic/career advice, with registration procedures, and with staff concern for the student as an individual. On the other hand, well over one half of the students lacked sufficient information to voice an opinion about the following activities: student voice in college policies, student government, and opportunities for involvement in student activities.

Over two thirds of the participants in this survey were satisfied with the college's classroom and laboratory facilities, bookstore, and study areas. Most students were satisfied with the general condition and appearance of the college's buildings and grounds, and few expressed dissatisfaction with efforts to protect their personal security and safety at the college.

The longer students were enrolled in the college, the more likely they were to take advantage of each of the thirteen support services offered at Napa Valley College. Nearly twice as many students who had completed two or more terms at Napa Valley College as those who had finished one or fewer terms had taken advantage of the following academic support services: academic advising/counseling, Learning Skills Center, Writing Lab, and tutoring. Over three fourths of the students who used a particular support service reported that they were satisfied with that service.

With few exceptions, the greater number of terms completed at Napa Valley College, the greater the progress students felt they had made towards achieving each of twenty important educational objectives. The areas in which the greatest percentage of students felt they had made the most progress in college were (1) discovering and preparing for a career, (2) increasing knowledge and understanding of different fields of study, (3) developing research and analytical skills, and (4) learning more about oneself and other people. The areas in which the highest percentage of students felt they had made the least progress were (1) becoming familiar with the use of computers, (2) developing an understanding and enjoyment of art, music, and drama, (3) broadening their acquaintance and enjoyment of literature, and (4) understanding the nature of science and experimentation.

Just over three fourths of the respondents to the survey rated the quality of education at Napa Valley College as good or excellent. When asked, if they could start college over, would they choose to attend Napa Valley College, 73 percent of the students answered yes, 15 percent were uncertain, and 12 percent answered no.

The characteristics of students enrolled in credit classes at Napa Valley College can best be described as diverse with respect to educational objectives, age, level of formal education, and outside job commitments. Over one half of the students work more than twenty hours a week while they attend college; more than one in five students hold an associate or bachelor's degree, and just one third of the students entered Napa Valley College directly from high school.

The findings of this study clearly demonstrate that Napa Valley College is doing an excellent job in serving the educational needs of its students. Most students were satisfied with the college's educational programs and services. They perceived the quality of education at the college to be good or excellent, and they felt that their experiences at the college had helped them make progress toward achieving a variety of important educational objectives.

RESULTS OF THE FALL 1984 SURVEY OF NAPA VALLEY COLLEGE STUDENTS

In November 1984 a sample of students was asked to complete a three-page survey concerning the educational programs of Napa Valley College. The survey, which was answered by 835 students enrolled in credit classes that met at 10:00 a.m. or 7:00 p.m. on Wednesdays during the fall 1984 semester, was designed to provide college staff members with answers to the following questions:

- What are the educational objectives of students who attend Napa Valley College?
- Why do students choose to attend Napa Valley College?
- How satisfied are students with each of the following aspects of Napa Valley College: Curriculum and instruction? Student support services and activities? College facilities? The SOAAR program?
- What percentage of the students take advantage of the various academic support services available at the college?
- To what extent do students feel their experiences at Napa Valley College have helped them make progress toward achieving each of the twenty educational objectives? Is there a positive relationship between the number of college terms completed and the amount of progress students feel they have made toward achieving desired educational objectives?
- How do students rate the overall quality of education at Napa Valley College?

Answers to these and related questions are presented in this report.

METHOD

Development of the Survey. A three-page questionnaire was used to gather information for this study. The survey, which contained sixteen questions, was developed by members of the Napa Valley College Accreditation Steering Committee. The primary reason for conducting this survey was to gain insights into how well the college is serving students enrolled in credit classes. A copy of the Fall 1984 Student Opinion Survey used in this study is reproduced on pages 15, 16, and 17 of this report.

Procedures. The sample for this study consisted of 1,801 students who were enrolled in eighty college credit classes that met at 10:00 a.m. or 7:00 p.m. on Wednesdays. Instructors were asked to distribute and collect the surveys from students in their classes during the third week in November 1984.

Surveys were returned from seventy-two of the eighty class sections that were included in the survey. This represents a 90 percent rate of return. The Student

Opinion Survey was completed by 835 (57%) of the 1,461 students who were enrolled in these classes. In most instances, only students who were present in class on the day the survey was distributed participated in this study.

RESULTS

Educational Objectives of Students. When asked to identify the major reason they had for enrolling in college, close to 60 percent of the students noted that they were doing so to take courses necessary for transferring to a four-year college or university (35%), obtain an associate degree (15%), or complete an occupational certificate program (9%). The remaining 40 percent of the credit students were taking courses primarily for reasons related to self-improvement (17%), job (10%), and general interest (7%).

TABLE 1

What Was Your Major Reason
for Enrolling at Napa Valley College

	Total Sample	18-22	23-40	41+
To take courses necessary for transferring to a four-year college or university	35%	53%	22%	12%
To obtain an associate degree	15%	16%	18%	7%
To complete a vocational/technical program	9%	5%	14%	7%
To take a few courses for self-improvement	17%	8%	19%	42%
To take a few job-related courses	10%	6%	13%	15%
To take a course for general interest	7%	7%	7%	8%
No definite purpose in mind	2%	2%	1%	2%
Other reasons	5%	3%	6%	7%

As shown in Table 1, the major reasons students had for attending college differed according to age. The percentage of students attending college to earn a degree/certificate or to transfer ranged from a high of 74 percent among the 18-to-22-year-old group, to 54 percent for those in the 23 to 40 age group, and 26 percent for students 41 years of age and older.

Reasons Why Students Chose to Attend Napa Valley College. Students were asked to indicate why they chose to attend Napa Valley College, as opposed to other institutions. Their responses to this item are presented in Table 2.

TABLE 2

Why Did You Choose to Attend Napa Valley College?
(Check As Many Responses As Apply)

	Total Sample	18-22	23-40	41+
Location	80%	75%	86%	74%
Course offerings	52%	39%	60%	68%
Low cost of attending	46%	52%	44%	33%
Quality of education provided by the college	30%	32%	24%	36%
Family's or friend's advice	25%	32%	19%	6%
Availability of basic skills courses	24%	19%	30%	21%
Reputation of a specific program	14%	9%	12%	38%
Will help me retain my current job	9%	10%	9%	6%
Former student's advice	8%	9%	9%	5%
High school counselor's advice	6%	12%	1%	2%
College counselor's advice	5%	6%	5%	2%
Influenced by my friends	5%	7%	2%	7%
Availability of financial aid	4%	3%	7%	2%
College faculty member's advice	2%	1%	2%	2%
Availability of child care	2%	2%	3%	0%

The four most common reasons students had for choosing to attend Napa Valley College were location (80%), course offerings (52%), low cost of attending (46%), and quality of education provided by the college (30%). One fourth of the students said that their decision to attend Napa Valley College was influenced by the advice they received from family or friends.

Less than 15 percent of the 18-to-22-year-old students reported that their decision to attend Napa Valley College was influenced by advice they received from a high school counselor (12%), former student (9%), college counselor (6%), or college faculty member (2%). Next to location, the most frequent reason for choosing to attend Napa Valley College cited by students 23 years of age and older was course offerings available at the college.

Satisfaction with Different Aspects of the College. Students were asked to indicate their level of satisfaction with each of twenty-three different aspects of the college. These items were divided into the following four categories: (1) satisfaction with curriculum and instruction; (2) satisfaction with student support services; (3) satisfaction with different aspects of the Student Orientation, Assessment, Advisement and Retention (SOAAR) program; and (4) satisfaction with college facilities.

Satisfaction with Curriculum and Instruction. The vast majority of students indicated that they were satisfied with such aspects of the college as the attitude of the teaching staff toward students (83%), quality of instruction in their major field of study (79%), course content in their major area of study (76%), class size (74%), and out-of-class availability of their instructors (72%). The availability of the courses they wanted at times that they could take them was the only feature of the instructional program that a sizable percentage (23%) of the students expressed dissatisfaction with. Responses for the total sample, as well as for students majoring in subjects in each of the college's seven divisions are shown in Table 3.

TABLE 3

Student Level of Satisfaction
with Aspects of the College
Related to Curriculum and Instruction

	Total Sample	Business	Fine Arts	Health Occup.	Language Arts	Liberal Arts	P.E.	Science/ Math	Technical
Attitudes of Teaching Staff toward Students									
Satisfied	83%	77%	90%	76%	90%	79%	89%	76%	85%
Neutral	14%	19%	8%	19%	6%	17%	11%	22%	14%
Dissatisfied	3%	4%	2%	5%	4%	4%	0%	2%	1%
Quality of Instruction in Major Study Area									
Satisfied	79%	71%	86%	79%	75%	75%	86%	79%	82%
Neutral	16%	22%	8%	13%	18%	24%	10%	12%	16%
Dissatisfied	5%	7%	6%	8%	7%	1%	4%	9%	2%
Course Content in Major Area of Study									
Satisfied	76%	76%	64%	79%	85%	72%	90%	76%	77%
Neutral	17%	19%	25%	17%	21%	23%	10%	17%	16%
Dissatisfied	6%	5%	11%	4%	4%	5%	0%	7%	7%
Class Size									
Satisfied	74%	75%	74%	71%	93%	70%	100%	75%	71%
Neutral	20%	23%	21%	20%	13%	24%	0%	18%	25%
Dissatisfied	6%	2%	5%	9%	13%	6%	0%	7%	4%
Out-of-Class Availability of Instructor									
Satisfied	72%	58%	79%	70%	87%	76%	81%	69%	72%
Neutral	25%	37%	18%	27%	13%	20%	19%	31%	25%
Dissatisfied	3%	5%	3%	3%	0%	4%	0%	0%	3%
Variety of Courses Offered at NVC									
Satisfied	67%	71%	47%	72%	63%	53%	76%	54%	69%
Neutral	23%	23%	20%	19%	30%	29%	8%	27%	27%
Dissatisfied	10%	6%	33%	9%	7%	18%	16%	19%	4%
Availability of Courses You Want at Times You Can Take Them									
Satisfied	53%	73%	72%	63%	71%	71%	71%	75%	70%
Neutral	24%	30%	16%	29%	34%	21%	22%	22%	24%
Dissatisfied	23%	7%	12%	8%	5%	8%	7%	3%	6%

Satisfaction with Student Services and Activities. The majority of students reported that they were satisfied with the availability of a counselor for academic/career advice, with registration procedures, and with staff concern for the student as an individual. On the other hand, well over one half of the students lacked sufficient information to offer an opinion about the following activities: student voice in college policies (73%), student government (71%), and opportunity for personal involvement in student activities (59%).

TABLE 4

Satisfaction with Student Services and Activities

	Satisfied	Neutral/ Does Not Apply	Dissatisfied
Availability of a counselor for academic/career advice	61%	34%	5%
Registration Procedures	59%	35%	6%
Student voice in college policies	21%	73%	6%
Facilities for student activities/leisure time	45%	46%	9%
Concern for student as individual	56%	39%	5%
Opportunities for personal involvement in student activities	36%	59%	5%
Student government	23%	71%	5%

Satisfaction with College Facilities. The majority of participants in this study were satisfied with the college's classroom and laboratory facilities, bookstore, and study areas. Most students were satisfied with the general condition and appearance of the buildings and grounds, and few expressed dissatisfaction with efforts to protect their personal security and safety at the college.

TABLE 5

Student Satisfaction with College Facilities/Campus Security

	Satisfied	Neutral/ Does Not Apply	Dissatisfied
General condition and appearance of building and grounds	84%	12%	4%
Classroom facilities	78%	15%	7%
Laboratory facilities	68%	23%	9%
College bookstore	76%	17%	7%
Study areas	75%	20%	5%
Personal security/safety at college	68%	25%	7%

Satisfaction with the SOAAR Program. Students were asked to indicate their level of satisfaction with three components of the college's Student Orientation, Assessment, Advisement, and Retention program. The data presented in Table 6 represents only those individuals who expressed an opinion about the program. Approximately 40 percent of the students checked "does not apply" to the item pertaining to SOAAR.

TABLE 6

Student Satisfaction with Components of the SOAAR Program

	Satisfied	Neutral/ Does Not Apply	Dissatisfied
Pre-enrollment testing in English and math	50%	36%	14%
Orientation to NVC	48%	41%	11%
Advice on program planning and course selection provided during the SOAAR program	43%	39%	18%

Students' Use of College Support Services. Respondents to the survey were asked to indicate if they used each of thirteen support services and, if so, whether or not they were satisfied with the services. In evaluating the data, it is important to keep in mind that 32 percent of the participants in this sample had not completed more than one term at the college. In order to facilitate interpretation of these findings, the data presented in Table 7 are aggregated by number of terms students completed at Napa Valley College.

The findings shown in Table 7 reveal that the longer students were enrolled at the college, the more likely they were to take advantage of each of the thirteen support services listed. Nearly twice as many students who completed two or more terms at Napa Valley College as those who completed one or fewer terms had taken advantage of the following academic support services: academic advising/counseling, Learning Skills Center, Writing Lab, and tutoring.

Of those students who used a support service, nearly all reported that they were satisfied with the service. Academic advising/counseling and child care were the only support services with which more than 20 percent of the participants indicated that they were not satisfied.

TABLE 7

Student Use of College Support Services[1]

	Have Used Service	Have NOT Used Service	Used Service & Satisfied
Library			
Total sample	77%	23%	94%
One term	75%	35%	97%
Two or more terms	84%	16%	93%
Academic Advising/Counseling			
Total sample	54%	46%	76%
One term	37%	63%	78%
Two or more terms	79%	21%	75%
Learning Skills Center			
Total sample	36%	64%	87%
One term	21%	79%	97%
Two or more terms	44%	56%	85%
Writing Lab			
Total sample	35%	65%	84%
One term	24%	76%	87%
Two or more terms	42%	58%	83%
Career Counseling			
Total sample	33%	67%	81%
One term	20%	80%	90%
Two or more terms	39%	61%	79%
Faculty Advising			
Total sample	29%	71%	93%
One term	22%	78%	96%
Two or more terms	34%	66%	92%
Financial Aid			
Total sample	24%	76%	84%
One term	21%	79%	83%
Two or more terms	26%	74%	84%
Personal Counseling			
Total sample	24%	76%	82%
One term	15%	85%	90%
Two or more terms	28%	72%	80%
Tutoring			
Total sample	19%	81%	81%
One term	13%	87%	96%
Two or more terms	23%	77%	77%

[1] The percentage of students using the Writing Lab may be high because of students who thought of their writing classes as writing lab.

TABLE 7 (Continued)

	Have Used Service	Have NOT Used Service	Used Service & Satisfied
Student Job Placement Service			
Total sample	14%	86%	82%
One term	9%	91%	79%
Two or more terms	18%	82%	81%
Women's Re-Entry Program			
Total sample	12%	88%	85%
One term	9%	91%	70%
Two or more terms	14%	86%	87%
Child Care			
Total sample	6%	94%	77%
One term	2%	98%	100%
Two or more terms	8%	92%	73%
Special Services (Handicapped)			
Total sample	4%	96%	82%
One term	3%	97%	83%
Two or more terms	5%	95%	77%

Use of Support Services by Part-Time and Full-Time Students. Full-time students were more likely to take advantage of college support services than part-time students were. The differences between these two groups were rather substantial with respect to use of the library (94% vs. 77%), academic advising/counseling (69% vs. 53%), tutoring (28% vs. 19%), Writing Lab (45% vs. 35%), and the Learning Skills Center (46% vs. 35%).

Benefits of Attending Napa Valley College. One of the questions on the student survey asked the respondents to indicate the extent to which their experiences at Napa Valley College had helped them make progress in each of twenty areas in which the college attempts to have a positive effect. The results presented in Table 8 reveal that, with few exceptions, the greater the number of college terms completed, the greater the progress students felt they had made toward achieving each of the twenty educational objectives considered.

TABLE 8

Student Reports of Progress Made toward Achieving Educational Objectives while Attending Napa Valley College

	Very Much/ Quite a Bit	Some	Very Little
Preparing for a Career			
Total sample	50%	37%	13%
One term	42%	39%	19%
Two or three terms	48%	39%	13%
Four to six terms	51%	39%	10%
Seven or more terms	67%	25%	8%
Improving Knowledge, Technical Skills, Competencies for Job/Career			
Total sample	59%	30%	11%
One term	42%	32%	16%
Two or three terms	56%	33%	11%
Four to six terms	62%	29%	9%
Seven or more terms	72%	20%	8%
Increasing Knowledge and Understanding in an Academic Field			
Total sample	64%	29%	7%
One term	58%	31%	10%
Two or three terms	64%	29%	7%
Four to six terms	66%	30%	4%
Seven or more terms	78%	18%	3%
Gaining Broad General Education about Different Fields of Knowledge			
Total sample	57%	31%	11%
One term	47%	36%	17%
Two or three terms	57%	31%	12%
Four to six terms	61%	31%	7%
Seven or more terms	78%	19%	3%
Discovering Career Interests			
Total sample	69%	21%	10%
One term	46%	33%	21%
Two or three terms	51%	30%	19%
Four to six terms	46%	34%	20%
Seven or more terms	61%	29%	11%
Discovering Understanding and Enjoyment of Art, Music, Drama			
Total sample	26%	25%	49%
One term	23%	25%	52%
Two or three terms	21%	23%	57%
Four to six terms	24%	26%	50%
Seven or more terms	42%	28%	29%

TABLE 8 (Continued)

	Very Much Quite a Bit	Some	Very Little
Broadening your Acquaintance and Enjoyment of Literature			
Total sample	28%	33%	39%
One term	26%	26%	48%
Two or three terms	23%	37%	39%
Four to six terms	26%	35%	39%
Seven or more terms	43%	35%	20%
Writing Clearly and Effectively			
Total sample	45%	29%	26%
One term	45%	28%	28%
Two or three terms	45%	26%	28%
Four to six terms	44%	29%	28%
Seven or more terms	51%	35%	14%
Acquiring Familiarity in the Use of Computers			
Total sample	16%	15%	69%
One term	13%	12%	74%
Two or three terms	13%	16%	71%
Four to six terms	18%	14%	68%
Seven or more terms	22%	19%	58%
Understanding Mathematics Concepts and Application			
Total sample	43%	28%	29%
One term	36%	25%	39%
Two or three terms	40%	28%	31%
Four to six terms	44%	29%	27%
Seven or more terms	59%	30%	11%
Understanding the Nature of Science and Experimentation			
Total sample	34%	28%	38%
One term	23%	24%	53%
Two or three terms	32%	28%	41%
Four to six terms	39%	32%	28%
Seven or more terms	53%	24%	23%
Ability to Put Ideas Together to See Relationships, Similarities, and Differences between Ideas			
Total sample	59%	29%	12%
One term	56%	28%	16%
Two or three terms	56%	29%	15%
Four to six terms	59%	29%	12%
Seven or more terms	70%	27%	3%

TABLE 8 (Continued)

	Very Much/ Quite a Bit	Some	Very Little
Ability to Learn on your Own, Pursue Ideas, and Find Information You Need			
Total sample	66%	25%	9%
One term	58%	28%	13%
Two or three terms	64%	26%	10%
Four to six terms	67%	25%	8%
Seven or more terms	82%	16%	3%
Becoming Aware of Different Philosophies, Cultures, Ways of Life			
Total sample	39%	27%	34%
One term	30%	27%	41%
Two or three terms	36%	29%	35%
Four to six terms	48%	24%	27%
Seven or more terms	48%	30%	22%
Developing Values/Ethical Standards			
Total sample	44%	32%	24%
One term	44%	29%	27%
Two or three terms	40%	33%	26%
Four to six terms	46%	34%	19%
Seven or more terms	53%	27%	20%
Understanding Yourself--Your Abilities, Interests, and Personality			
Total sample	59%	27%	14%
One term	57%	25%	18%
Two or three terms	58%	29%	13%
Four to six terms	62%	30%	8%
Seven or more terms	64%	26%	11%
Increasing Self-Confidence			
Total sample	62%	28%	10%
One term	60%	27%	13%
Two or three terms	62%	28%	10%
Four to six terms	62%	30%	8%
Seven or more terms	71%	25%	5%
Understanding Other People and Ability to Get Along with Different Kinds of People			
Total sample	62%	26%	12%
One term	61%	28%	11%
Two or three terms	63%	24%	13%
Four to six terms	64%	29%	7%
Seven or more terms	66%	26%	8%

TABLE 8 (Continued)

	Very Much/ Quite a Bit	Some	Very Little
Ability to Function as a Team Member			
Total sample	49%	26%	25%
One term	49%	23%	28%
Two or three terms	47%	25%	28%
Four to six terms	47%	28%	25%
Seven or more terms	58%	28%	13%
Developing Good Health Habits and Physical Fitness			
Total sample	42%	25%	32%
One term	35%	26%	39%
Two or three terms	41%	22%	37%
Four to six terms	46%	27%	28%
Seven or more terms	55%	27%	17%

The areas in which the greatest percentage of students felt they had made the most progress in college were the following: discovering and preparing for a career, increasing knowledge and understanding of different fields of study, developing research and analytical skills, and learning more about oneself and about other people. The areas in which the highest percentage of students felt they had made very little progress were computers; art, music, and drama; literature; and science and experimentation. With the exception of learning about the use of computers, over one half of the participants in this survey indicated that their experiences in college had helped them make at least some progress toward achieving each of the desired outcomes of education considered in this study.

Students' Perceptions of the Overall Quality of Education at Napa Valley College. Over three fourths of the students rated the quality of education provided at Napa Valley College as good or excellent. The findings reported in Table 9 show that over 70 percent of the students majoring in subjects within each of the college's eight academic divisions felt the quality of education provided at the institution was good or excellent.

TABLE 9

Students' Ratings of the Quality of Education at Napa Valley College

	Total Sample	Business	Fine Arts	Health Occup.	Language Arts	Liberal Arts	P.E.	Science/ Math	Technical
Excellent/Good	76%	73%	77%	77%	78%	78%	84%	77%	74%
Average	22%	26%	17%	19%	19%	21%	16%	21%	13%
Below Average/ Inadequate	2%	1%	6%	3%	3%	1%	0%	2%	11%

Student Satisfaction with Napa Valley College. One indicator of student satisfaction with college is whether or not they would choose to attend this institution if they could start college over. When asked if they could start college over, would they choose to attend Napa Valley College, 73 percent of the students answered yes, 15 percent were uncertain, and 12 percent answered no. Most of the students in this latter group indicated that, if they could begin college over again, they would do so at a four-year college or university. The information presented in Table 10 reveals that the majority of students in various major fields of study, ethnic groups, and enrollment status categories were satisfied with Napa Valley College.

TABLE 10

If You Could Start College Over,
Would You Choose to Attend Napa Valley College?

		MAJOR FIELD OF STUDY							
	Total Sample	Business	Fine Arts	Health Occup.	Language Arts	Liberal Arts	P.E.	Science/ Math	Technical
Yes	73%	78%	60%	74%	80%	76%	84%	75%	81%
Uncertain	15%	13%	17%	15%	13%	16%	4%	15%	18%
No	12%	8%	23%	8%	3%	7%	12%	10%	0%

	RACE/ETHNIC GROUP			ENROLLMENT STATUS	
	White	Black	Other	Full-Time	Part-Time
Yes	70%	92%	79%	69%	77%
Uncertain	17%	3%	20%	18%	13%
No	13%	5%	1%	13%	10%

Characteristics of Students Enrolled in Napa Valley College Courses. The final seven items on the survey asked students to provide the following information about themselves: (1) number of terms completed at Napa Valley College, (2) age, (3) sex, (4) racial/ethnic background, (5) number of hours employed per week while attending classes at the college, (6) enrollment status (full-time or part-time), and (7) highest level of education achieved at the time of the survey. These findings are reported in Table 11.

The main conclusion that can be drawn from the information presented in Table 11 is that characteristics of students enrolled in credit classes at Napa Valley College can best be described as diverse with respect to their educational objectives, ages, levels of formal education, and outside job commitments. Over one half of the students work more than twenty hours per week while they attend classes at the college. More than one in five hold an associate or bachelor's degree, and just one third of the students entered Napa Valley College directly from high school.

TABLE 1:

Characteristics of Students Enrolled
in Credit Courses at Napa Valley College

Number of Terms Completed at NVC	
One or less	32%
Two terms	13%
Three or four terms	27%
Five or more terms	28%

Age	
18-22	43%
23-30	24%
31-40	18%
41-50	9%
51-60	3%
61 and older	3%

Number of Hours Employed/Week	
None	23%
1-10	10%
11-20	16%
21-40	37%
Over 40	14%

Racial/Ethnic Background	
Alaskan native/American Indian	2%
Asian/Pacific Islander	3%
Black	5%
Caucasian	73%
Hispanic/Latin American	7%
Filipino	3%
Other/non-respondent	7%

Highest Level of Education	
Non-high school graduate	9%
High school graduate	69%
Associate degree	9%
Bachelor's degree or higher	13%

Enrollment Status	
Full-time	46%
Part-time	54%

RECOMMENDATIONS

The results of this study show that Napa Valley College is doing an excellent job in serving the educational needs of its students. Recommendations emanating from this study on how the college can strengthen the educational programs and services provided to students are presented in this section of the report.

There is a large discrepancy between the number of students who express interest in earning a degree/certificate and/or transferring to a four-year college/university and the number of students who actually do so. Research needs to be undertaken to identify the major factors which serve to derail students from achieving their educational objectives. Once these inhibitors to educational attainment are identified, steps should be taken to help students get past these barriers.

In addition to location and low cost, the most common reasons students had for choosing to attend Napa Valley College were course offerings, quality of education provided by the college, and advice from family or friends. Such findings demonstrate that the curriculum, perceived quality of education, and positive attitude about Napa Valley College are important elements in influencing a student's decision to attend Napa Valley College. On the other hand, it was somewhat discouraging to learn that relatively few of the 18 to 22 year olds' decisions to enroll at Napa Valley College were influenced by the advice they received from a

high school counselor or teacher. This finding suggests that the college staff needs to provide its high school counterparts with information about the benefits their students can derive from attending Napa Valley College.

A high percentage of the students who were enrolled at the college for one term or less reported that they had not received academic advice or academic counseling. Apparently, many of these individuals didn't regard the assistance they received during the SOAAR program as academic advice/counseling. This finding, coupled with the finding that close to one fourth of the students who completed more than two terms at the college reported that they received academic advice or counseling, suggests the need to assign each student to an advisor. Requiring degree-oriented students to see their advisor each semester may do much to increase the number of individuals who complete their educational objectives.

The majority of students were satisfied with the educational programs and services of the college. On the other hand, well over one half of the students lacked sufficient information to voice an opinion about the following activities: student voice in college policies, student government, and opportunities for involvement in student activities. Research studies show that student involvement in college activities is positively related to persistence in college. Participation in college extracurricular activities also contributes to student growth and development. In light of such evidence, efforts need to be undertaken to increase student awareness of, and involvement in, extracurricular activities available at the college.

Students reported that they made substantial progress toward achieving important educational objectives in a wide variety of areas. The area in which the fewest number of students felt they made progress was related to becoming familiar with the use of computers. Given the wide use of computers in society, efforts should be undertaken to incorporate computer technology into all parts of the college's curriculum.

Three additional areas of educational attainment in which a substantial percentage of the students did not feel they had made substantial progress at the college were developing an understanding and enjoyment of art, music, and drama; broadening their acquaintance and enjoyment of literature; and understanding the nature of science and experimentation. Students pursuing a degree at Napa Valley College are required to take a course in each of these areas of study. The number of students who are exposed to these important subject areas is dependent on the efforts of the college staff to increase the percentage of degree-oriented students who successfully complete their programs.

CONCLUSION

The findings of this study clearly demonstrate that Napa Valley College is doing an excellent job in serving the educational needs of its students. Most students were satisfied with the college's educational programs and services; they perceived the quality of education at the college to be good or excellent; and they felt that their experiences at Napa Valley College had helped them make progress toward achieving a variety of important educational objectives.

NAPA VALLEY COLLEGE

FALL 1984 STUDENT OPINION SURVEY

NAPA VALLEY COLLEGE NEEDS YOUR HELP. YOUR OPINIONS ABOUT THE COLLEGE ARE IMPORTANT AND VALUABLE. THE ADMINISTRATION AND FACULTY AT NAPA VALLEY COLLEGE ARE VERY INTERESTED IN YOUR ATTITUDES AND OPINIONS ABOUT THE COLLEGE. YOUR THOUGHTFUL RESPONSES TO THIS SURVEY WILL HELP US MEET YOUR NEEDS AND PLAN FOR THE FUTURE.

DIRECTIONS: PLEASE COMPLETE THIS SURVEY AND RETURN IT TO THE FACULTY MEMBER OF THE CLASS IN WHICH IT HAS BEEN DISTRIBUTED. ALL RESPONSES ARE STRICTLY CONFIDENTIAL. DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE. IF YOU HAVE COMPLETED THIS SURVEY IN ANOTHER CLASS, PLEASE DO NOT COMPLETE IT AGAIN. THANK YOU FOR YOUR TIME AND COOPERATION.

1. WHAT WAS YOUR MAJOR REASON FOR ENROLLING AT NAPA VALLEY COLLEGE? (CHECK ONLY ONE RESPONSE)

____ 1. NO DEFINITE PURPOSE IN MIND
____ 2. TO TAKE A FEW COURSES FOR SELF-IMPROVEMENT
____ 3. TO TAKE A FEW JOB-RELATED OR JOB-REQUIRED COURSES
____ 4. TO TAKE A COURSE FOR GENERAL INTEREST
____ 5. TO TAKE COURSES NECESSARY FOR TRANSFERRING TO A 4-YEAR COLLEGE OR UNIVERSITY
____ 6. TO COMPLETE A VOCATIONAL/TECHNICAL PROGRAM
____ 7. TO OBTAIN AN ASSOCIATE DEGREE
____ 8. OTHER, PLEASE SPECIFY _____

2. WHY DID YOU CHOOSE TO ATTEND NAPA VALLEY COLLEGE? CHECK AS MANY RESPONSES AT APPLY.

____ 1. QUALITY OF EDUCATION PROVIDED BY THE COLLEGE
____ 2. COURSE OFFERINGS (ACADEMIC AND OCCUPATIONAL)
____ 3. AVAILABILITY OF BASIC SKILLS COURSES
____ 4. FORMER STUDENT'S ADVICE
____ 5. HIGH SCHOOL TEACHER'S ADVICE
____ 6. HIGH SCHOOL COUNSELOR'S ADVICE
____ 7. COLLEGE COUNSELOR'S ADVICE
____ 8. COLLEGE FACULTY MEMBER'S ADVICE
____ 9. FAMILY OR FRIEND'S ADVICE
____ 10. WILL HELP ME RETAIN MY CURRENT JOB
____ 11. LOW COST OF ATTENDING
____ 12. AVAILABILITY OF FINANCIAL AID
____ 13. AVAILABILITY OF CHILD CARE
____ 14. LOCATION
____ 15. INFLUENCED BY MY FRIENDS
____ 16. REPUTATION OF A SPECIFIC PROGRAM
SPECIFY: _____

3. WHICH OF THE FOLLOWING WAS TRUE FOR YOU AT THE TIME YOU FIRST ENTERED NAPA VALLEY COLLEGE?

____ 1. ENTERED DIRECTLY FROM HIGH SCHOOL
____ 2. ENTERED AFTER WORKING FOR A PERIOD OF TIME (EXCLUDE SUMMER WORK)
____ 3. TRANSFERRED FROM ANOTHER 2-YEAR COLLEGE
____ 4. ENTERED AFTER COMPLETING MILITARY SERVICE
____ 5. TRANSFERRED FROM A 4-YEAR COLLEGE OR UNIVERSITY
____ 6. ENTERED THE WOMEN'S RE-ENTRY PROGRAM
____ 7. OTHER _____
(PLEASE SPECIFY)

4. WHAT IS YOUR CURRENT MAJOR FIELD OR OCCUPATIONAL PROGRAM? PLEASE SPECIFY.

_____

5. COLLEGE ENVIRONMENT: PLEASE CHECK YOUR LEVEL OF SATISFACTION WITH EACH OF THE FOLLOWING ASPECTS OF THIS COLLEGE. IF ANY ITEM IS NOT APPLICABLE TO YOU OR THIS COLLEGE, CHECK THE "DOES NOT APPLY" COLUMN AND PROCEED TO THE NEXT ITEM. PLEASE RESPOND TO EACH ITEM BY CHOOSING ONLY ONE OF THE FOUR ALTERNATIVES:

	DOES NOT APPLY	SATISFIED	NEUTRAL	DISSATISFIED
1. COURSE CONTENT IN YOUR MAJOR AREA OF STUDY	___	___	___	___
2. QUALITY OF INSTRUCTION IN YOUR MAJOR AREA OF STUDY	___	___	___	___
3. OUT-OF-CLASS AVAILABILITY OF YOUR INSTRUCTORS	___	___	___	___
4. ATTITUDE OF THE TEACHING STAFF TOWARD STUDENTS	___	___	___	___
5. VARIETY OF COURSES OFFERED AT NAPA VALLEY COLLEGE	___	___	___	___
6. CLASS SIZE	___	___	___	___
7. AVAILABILITY OF A COUNSELOR FOR ACADEMIC/CAREER ADVICE	___	___	___	___
8. REGISTRATION PROCEDURES	___	___	___	___
9. STUDENT VOICE IN COLLEGE POLICIES	___	___	___	___
10. PERSONAL SECURITY/SAFETY AT THIS COLLEGE	___	___	___	___
11. LABORATORY FACILITIES	___	___	___	___
12. CLASSROOM FACILITIES	___	___	___	___
13. FACILITIES FOR STUDENT ACTIVITIES/ LEISURE TIME	___	___	___	___
14. STUDY AREAS	___	___	___	___
15. COLLEGE BOOKSTORE	___	___	___	___
16. AVAILABILITY OF THE COURSES YOU WANT AT TIMES YOU CAN TAKE THEM	___	___	___	___
17. CONCERN FOR YOU AS AN INDIVIDUAL	___	___	___	___
18. GENERAL CONDITION AND APPEARANCE OF BUILDINGS AND GROUNDS	___	___	___	___
19. OPPORTUNITIES FOR PERSONAL INVOLVEMENT IN STUDENT ACTIVITIES	___	___	___	___
20. STUDENT GOVERNMENT	___	___	___	___
21. PRE-ENROLLMENT TESTING IN ENGLISH & MATH (SOAAR PROGRAM)	___	___	___	___
22. ORIENTATION TO NAPA VALLEY COLLEGE (SOAAR)	___	___	___	___
23. ADVICE ON PROGRAM PLANNING & COURSE SELECTION PROVIDED DURING THE SOAAR PROGRAM	___	___	___	___

6. FOR EACH SERVICE OR PROGRAM LISTED BELOW, INDICATE WHETHER OR NOT YOU HAVE USED THE SERVICE; AND IF YOU HAVE USED THE SERVICE, YOUR LEVEL OF SATISFACTION WITH THE SERVICE. IF YOU HAVE NOT USED A SERVICE, PLEASE INDICATE WHY YOU HAVE NOT DONE SO IN PART B OF THIS ITEM.

COLLEGE SERVICE PROGRAM	HAVE NOT USED SERVICE	USED SERVICE-SATISFIED	USED SERVICE-NOT SATISFIED	DID NOT KNOW ABOUT SERVICE	DO NOT NEED SERVICE	NEED SERVICE-NO TIME	NEED SERVICE-BUT INCONVENIENT TIME
	PART A			PART B			
ACADEMIC ADVISING/ COUNSELING	—	—	—	—	—	—	—
CAREER COUNSELING	—	—	—	—	—	—	—
PERSONAL COUNSELING	—	—	—	—	—	—	—
FACULTY ADVISING	—	—	—	—	—	—	—
LIBRARY	—	—	—	—	—	—	—
TUTORING	—	—	—	—	—	—	—
WRITING LAB	—	—	—	—	—	—	—
LEARNING SKILLS CENTER	—	—	—	—	—	—	—
STUDENT JOB PLACEMENT SERVICE	—	—	—	—	—	—	—
FINANCIAL AID	—	—	—	—	—	—	—
WOMEN'S RE-ENTRY PROGRAM	—	—	—	—	—	—	—
SPECIAL SERVICES (HANDICAPPED)	—	—	—	—	—	—	—
CHILD CARE	—	—	—	—	—	—	—

7. DIRECTIONS: IN THINKING OVER YOUR EXPERIENCES IN COLLEGE UP TO NOW, TO WHAT EXTENT DO YOU FEEL YOU HAVE GAINED OR MADE PROGRESS IN EACH OF THE FOLLOWING RESPECTS. INDICATE YOUR RESPONSE BY CHECKING ONE OF THE SPACES.

	VERY MUCH	QUITE A BIT	SOME	VERY LITTLE
1. PREPARING FOR A CAREER	—	—	—	—
2. IMPROVING MY KNOWLEDGE, TECHNICAL SKILLS AND COMPETENICES FOR MY JOB AND/OR CAREER	—	—	—	—
3. INCREASING MY KNOWLEDGE AND UNDERSTANDING IN AN ACADEMIC FIELD	—	—	—	—
4. GAINING A BROAD GENERAL EDUCATION ABOUT DIFFERENT FIELDS OF KNOWLEDGE	—	—	—	—
5. DISCOVERING CAREER INTERESTS	—	—	—	—
6. DEVELOPING AN UNDERSTANDING AND ENJOYMENT OF ART, MUSIC, AND DRAMA	—	—	—	—
7. BROADENING YOUR ACQUAINTANCE AND ENJOYMENT OF LITERATURE	—	—	—	—
8. WRITING CLEARLY AND EFFECTIVELY	—	—	—	—

	VERY MUCH	QUITE A BIT	SOME	VERY LITTLE
9. ACQUIRING FAMILIARITY WITH THE USE OF COMPUTERS	—	—	—	—
10. BECOMING AWARE OF DIFFERENT PHILOSOPHIES, CULTURES, AND WAYS OF LIFE	—	—	—	—
11. DEVELOPING YOUR OWN VALUES AND ETHICAL STANDARDS	—	—	—	—
12. UNDERSTANDING YOURSELF--YOUR ABILITIES, INTERESTS, AND PERSONALITY	—	—	—	—
13. INCREASING SELF-CONFIDENCE	—	—	—	—
14. UNDERSTANDING OTHER PEOPLE AND THE ABILITY TO GET ALONG WITH DIFFERENT KINDS OF PEOPLE	—	—	—	—
15. ABILITY TO FUNCTION AS A TEAM MEMBER	—	—	—	—
16. DEVELOPING GOOD HEALTH HABITS AND PHYSICAL FITNESS	—	—	—	—
17. UNDERSTANDING THE NATURE OF SCIENCE AND EXPERIMENTATION	—	—	—	—
18. UNDERSTANDING MATHEMATICS CONCEPTS AND THEIR APPLICATION	—	—	—	—
19. ABILITY TO PUT IDEAS TOGETHER, TO SEE RELATIONSHIPS, SIMILARITIES, AND DIFFERENCES BETWEEN IDEAS	—	—	—	—
20. ABILITY TO LEARN ON YOUR OWN, PURSUE IDEAS, AND FIND INFORMATION YOU NEED	—	—	—	—

8. WHAT IS YOUR OVERALL IMPRESSION OF THE QUALITY OF EDUCATION AT NAPA VALLEY COLLEGE?

____ 1. EXCELLENT
____ 2. GOOD
____ 3. AVERAGE
____ 4. BELOW AVERAGE
____ 5. INADEQUATE

9. IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO ATTEND NAPA VALLEY COLLEGE?

____ 1. DEFINITELY YES
____ 2. PROBABLY YES
____ 3. UNCERTAIN
____ 4. PROBABLY NO (PLEASE COMMENT ON WHY)_____
_____
____ 5. DEFINITELY NO (PLEASE COMMENT ON WHY)_____
_____

10. HOW MANY TERMS (QUARTERS, SEMESTERS, SUMMER SESSIONS) HAVE YOU COMPLETED AT NAPA VALLEY COLLEGE? INCLUDE THIS SEMESTER IN YOUR CALCULATIONS.

____ 1. ONE TERM
____ 2. TWO TERMS
____ 3. THREE TERMS
____ 4. FOUR TERMS
____ 5. FIVE TERMS
____ 6. SIX TERMS
____ 7. SEVEN TERMS
____ 8. EIGHT TERMS OR MORE

11. PLEASE CHECK YOUR AGE CATEGORY.

____ 1. UNDER 18	____ 4. 31 - 40	____ 7. 61 AND OVER
____ 2. 18 - 22	____ 5. 41 - 50	
____ 3. 23 - 30	____ 6. 51 - 60	

12. WHAT IS YOUR SEX?

____ 1. MALE
____ 2. FEMALE

13. WHAT IS YOUR RACIAL/ETHNIC BACKGROUND?

____ 1. ALASKAN NATIVE/AMERICAN INDIAN
____ 2. ASIAN/PACIFIC ISLANDER
____ 3. BLACK
____ 4. CAUCASIAN
____ 5. HISPANIC/LATIN AMERICAN
____ 6. FILIPINO
____ 7. OTHER
____ 8. NON RESPONDENT

14. INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED.

____ 1. 0 OR ONLY OCCASIONAL JOBS
____ 2. 1 TO 10 HOURS
____ 3. 11 TO 20 HOURS
____ 4. 21 TO 30 HOURS
____ 5. 31 TO 40 HOURS
____ 6. OVER 40

15. WHAT IS YOUR CURRENT ENROLLMENT STATUS AT THIS COLLEGE?

____ 1. FULL-TIME STUDENT
____ 2. PART-TIME STUDENT

16. WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION?

____ 1. 0-8 YEARS
____ 2. 9-12 YEARS
____ 3. HIGH SCHOOL GRADUATE OR G.E.D.
____ 4. VOCATIONAL, TECHNICAL OR CERTIFICATE PROGRAM (LESS THAN 2 YEARS BEYOND HIGH SCHOOL)
____ 5. SOME COLLEGE WORK, BUT NOT DEGREE
____ 6. TWO-YEAR COLLEGE DEGREE (AA)
____ 7. BACHELOR'S DEGREE OR EQUIVALENT
____ 8. MASTER'S DEGREE OR EQUIVALENT
____ 9. PROFESSIONAL OR TERMINAL DEGREE (PH.D., M.D.)

THANK YOU FOR YOUR HELP!

ERIC Clearinghouse for Junior Colleges

JUN 21 1985